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Educational Television Series 1968-69

Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

Guidance

SENIOR AND INTERMEDIATE DIVISIONS

Six Careers

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

GUIDANCE

Senior and Intermediate Divisions

SIX CAREERS*

6 programs, 20 minutes each.

Designed for grade 12 students in both the 4-year program or the 5-year, but of interest to other grade levels also.

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* Programs will carry the series title "Careers in View".

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INTRODUCTION

This series attempts to capture the quality of life associated with each of a number of careers. It is hoped that the viewer will be stimulated to think about the nature of the work, the conditions of work, the way that the career influences private life, and the personal qualities that the career demands. As a lesser objective, some indication of the training required is focused upon.

In selecting the careers portrayed, it was decided that there is a need to deal with careers that do not ordinarily receive due attention, and that would be of interest to both 4-year and 5-year students who might consider post-secondary education at institutions such as the colleges of applied arts and technology. In addition, it was kept in mind that the careers chosen should, if possible, be among those that are not over-subscribed in the labour market or in the colleges.

In making use of the programs, teachers should keep in mind that program content is not intended to be a neat package of organized conclusions. Discussion of the implications of the presentation, for the individual student and for a general understanding of types of careers, is indicated, rather than a recording of established fact. A useful by-product may prove to be the discovery of an interesting approach to the study of careers, a model that could be used in the student's own investigations in his locality.

One of the problems faced by any attempt to describe careers of the para-professional type, is the difficulty in finding graduates of courses that have been in existence for only a year or two. The problem was solved in part by working with colleges that have been in existence for many years, or that have taken over courses formerly offered at universities or elsewhere. Accordingly, we enlisted the co-operation of Centennial College, George Brown College, and Ryerson Polytechnical Institute, all in the Toronto area. In some cases, the required training is not offered at other colleges; in other cases, many of the new colleges offer similar courses.

The format of the programs is largely that of the case study. Rather than attempt to survey a career, we gave our attention to one person who is pursuing that career. The advantage in so doing is the opportunity provided for depth and interest. The extent to which the person portrayed is typical, is a matter that can be discussed by the viewers. It should perhaps be added that no attempt was made to distort the subject's own story to conform to a pre-established norm.

PROGRAM I

RECREATION LEADER

PROGRAM CONTENT

This program focuses on the environment and career of Mrs. June Anderson, Supervisor of Recreation Services at the Ontario Crippled Children's Society Centre, Rumsey Road, in Toronto. Mrs. Anderson is a graduate of the 2-year Recreation Leadership course which was offered at Guelph and is now presented at Centennial College in Scarborough.

Quite naturally, the camera often follows the activities of the young people whose needs are to be met by plans worked out by Mrs. Anderson and her co-workers. The viewer should be able to judge the extent to which the human relationships implied in this program are essential characteristics of the career.

As the program proceeds, Mrs. Anderson discusses leadership, ability to organize, and ways in which her activities might differ from those of other recreation supervisors. We see something of the college environment where the training is offered, and return to the job, centering on human relations. There is some discussion of job organization and hours of work. Finally, opinions are offered about the challenge this career offers — its satisfactions and the demands it makes on the personality of the recreation leader.

Note: At the time of writing, we are advised that the following colleges of applied arts and technology are also offering a course in recreation leadership:

Confederation C.A.A.T. — Fort William
Algonquin C.A.A.T. — Ottawa 5
Humber C.A.A.T. — Toronto 14
Mohawk C.A.A.T. — Hamilton
Fanshawe C.A.A.T. — London
Conestoga C.A.A.T. — Waterloo

SUGGESTED PRE-VIEWING ACTIVITIES

The teacher may prefer not to anticipate the viewing experience and the sense of discovery that may attend it. Alternatively:

1. Have someone report to the class on personal service careers, what place they are expected to occupy in the changing spectrum of occupations, how they differ internally in formal education requirements and in status.
2. Discuss the difference, if any, between a job definition (as it might be listed according to functions), and the ramifications of the job, at work, at home, at play.
3. What do the students want from any job they might seek?
4. Have a local recreation leader (or nurse, or office manager, etc.) watch the program, and telephone in his reactions to it.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Ask the students whether the career presented was what they expected.
2. The recreation leadership course is taken by both young men and women. Discuss whether the basic requirements of a recreation leader would be the same for both sexes.
3. Discuss the following quotations:
   — "The essential nature of the job remains the same, regardless of the people being served."

– "There is no way for the individual student to know whether he or she would not have the personal qualities to be successful in such a career."

4. Have student volunteers tape interviews with a local recreation leader, or with people in other personal service careers, and present them in class. Students could also report orally on the results of interviews not taped.
5. Students could research the dove-tailing of recreation work with other professions.

notes

PROGRAM 2

FLUID POWER TECHNICIAN

PROGRAM CONTENT

Chris Kalemba is a fluid power technician working with a small Ontario firm. In examining his career, this program devotes a good deal of attention to the work he performs, on the assumption that the field of fluid power is not especially familiar to most viewers.

Examples are given to illustrate the principle that fluids – whether gaseous or liquid – can be harnessed and directed in the service of man. There is a close-up examination of a cylinder being activated by fluid power, and the widespread industrial applications of this manner of performing work are indicated.

The program examines some of Chris Kalemba's personal history, and then turns to an exploration of the nature and variety of the functions he performs on the job. In addition to trouble-shooting and to testing the operation of machinery, he also acts as a designer.

The program ends with a discussion about the post-secondary course of studies leading to qualifications as a technician, and with a description of the future prospects of those who qualify.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Volunteers could investigate examples of the use of fluid power in their locality, ranging from the local service station to firms using highly intricate computers.
2. Invite a local fluid power technician (or a teacher of fluidics) to watch the program. Discussion could follow on the degree to which Mr. Kalemba's work is typical of graduates of a fluid power course.

SUGGESTED POST-VIEWING ACTIVITIES

1. Distinguish: *fluidics, pneumatics, hydraulics.*
2. Discuss the extent to which the following appear to be important components of the career of a fluid power technician: *mechanical aptitude, problem-solving ability, initiative, ability to organize, even temperament, social skills.*
3. Debate the following resolution:
   "Fluid power technology will take its place with electronic technology in shaping the environment of 1984 (or 1988)."
4. Compare the environment of the subject of this program with the environment of the automotive technician described in Program 3.

notes

PROGRAM 3

AUTOMOTIVE TECHNICIAN

PROGRAM CONTENT

The subject of this program is Stephen Dart, Service Manager for a Toronto company which repairs and services automobiles. Aged thirty, married, with three children, Mr. Dart is clearly not a recent graduate of the automotive technician's course offered at Centennial College, but he has taken instruction at the College, and can closely relate his work to their two-year course. His present position is a more responsible one that a new graduate of the automotive technician's course could expect to step into, but accurately reflects future prospects.

We are introduced to Stephen Dart as he proceeds in his car along a heavily-travelled highway on his way to work. As the camera follows him into his shop, he tells the viewer something about his duties, with initial reference to floor action. We see him in contact with the customer, and his processing of the flow of work. He relates some of his personal history, and describes aspects of the paper flow for which he is responsible.

We then learn something of the continuing process of learning in which Mr. Dart participates as modern technology changes year by year. His consequent role as a teacher is also mentioned.

The program then explores the rewarding aspects of the job, including successful work on the cars themselves.

Attention shifts to the home environment, and the relationship of job to family. Attention is also given to the training required for the job and to the demands made on the personality of the service manager.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Invite local technicians or parents to watch the program, so that members of the class can obtain reports and make comparisons.
2. Have some members of the class prepare notes on the range of careers in the automotive field.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss the following quotations:
   - "Coping with people is more difficult than coping with material things."
   - "Every career has to be a nice blend of intellectual and physical work, of imagination and realization."
   - "You cannot separate work on the job from recreation and from family life."
2. Volunteers could obtain information about the particulars of a two-year automotive technician's course, and describe their findings to the class. An interview with a student presently taking the course could also prove useful.

notes

PROGRAM 4

SECRETARIAL SCIENCE

PROGRAM CONTENT

Pat Campbell is a graduate of the three-year course in secretarial science offered at Ryerson Polytechnical Institute. She works as an executive secretary to the branch manager of a large retail firm.

The camera follows Miss Campbell to her place of work, and observes the start of the day in the office environment. It becomes clear to what extent decisions reached "at the top" depend on the secretary for their successful execution.

The program examines the qualities of a good secretary as seen by her superiors in the firm, and as seen by herself. The type of training which leads to employment in a responsible secretarial position is examined, and opinions are offered on the importance of human relations on the job. Finally, the inter-relationships of the career and personal life are explored.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Try to find out the ratio of men to women in the field of secretarial science and what proportion of the total work force is secretarial.
2. Extend an invitation to several local secretaries to:
   (a) list the professional and social skills they think most important in this work.
   (b) watch the program and offer comparisons.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss the following quotations:

   "Without a practitioner of secretarial science, any large organization would fall apart."

   "Social skills are more important than technical skills to a career in secretarial science."
2. Have a volunteer report on the range of positions that could be filled by a graduate from a secretarial science course.
3. Have the class play an imaginative game, deriving the special career that might emerge from combining training in secretarial science with an interest in: travel, writing scripts, sports, medicine, animals, children, and fashion.
4. Compare and contrast the characteristics of this career with that of the recreation leader depicted in Program 1.

notes

PROGRAM 5

PLASTICS TECHNICIAN

PROGRAM CONTENT

Jack Scott is a plastics technician who works for an industrial firm at Midland, Ontario. As such, he occupies the sort of position that a graduate of a plastics technology course, such as the one offered at the George Brown College of Applied Arts and Technology in Toronto, could expect to fill.

The program observes the work performed by Mr. Scott, and reveals some of the basic techniques employed in the molding of plastics. We become a party to the sort of consultation that takes place between the technician and the engineer when a technical problem must be confronted. The viewer is also able to assess the difference in the role played by the plastics technician and the plastics operator, together with conditions of work applying to each.

In addition, the program examines the nature of the course of studies offered at the college, and presents an interview with a teacher who is in a position to gauge the future of the plastics industry and the need for technicians.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Assemble a wide range of plastic products and deduce from their characteristics the nature of the skills and machinery that went into their production.
2. Have someone report on the qualities and applications of plastics developed in very recent years.
3. Have someone gather data on which Colleges of Applied Arts and Technology offer a course in plastics technology, and what are the requirements for admission.

SUGGESTED POST-VIEWING ACTIVITIES

1. Speculate on the location and environment of any residence that a plastics technician would be apt to occupy.
2. Did the viewers observe the nature of the personality traits that appeared to suit the requirements of the work?
3. Have someone investigate and report on the location of firms in Ontario which employ plastics technicians.

notes

PROGRAM 6

MARINE OFFICER

PROGRAM CONTENT

The term "marine officer" is an abbreviation used to describe careers filled by graduates of two courses offered at the George Brown College of Applied Arts and Technology in Toronto. One of these jobs is concerned with navigation technology and the other with marine engineering.

Michael Pratt, a student chosen to provide us with an insight into the preparation leading to this career, is enrolled in the navigation officer cadet course. At the time of writing this guide, a decision was pending on the selection of an officer on shipboard who would demonstrate the quality of life associated with the career itself.

The activities of the student and the man already well-established in this career are juxtaposed. With this juxtaposition, we examine the environment of the ship and explore the question of personality in relation to the job. We are also given the opportunity to compare the training afforded by the apprenticeship system with the collegiate course involving alternating formal study and work experience. And finally, the implications of the career's effect on personal life are suggested.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Find a retired sea captain or ship's officer and record his recollections of life on the sea.
2. Invite an engineer (of the land, not the sea) to watch the program, and draw comparisons.

SUGGESTED POST-VIEWING ACTIVITIES

1. To what extent would the desire for the romance of the sea and of travel be satisfied by the career depicted?
2. What are the social relationships implicit in this career?
3. To what extent is there scope for initiative, mechanical aptitude, quiet reflection or recreation?
4. Compare this career to those depicted in preceding programs.

notes

Scheduling for this series can be found in the monthly ETVO SCHEDULE sent to all teachers. For long-term planning, reference can be made to the ETV Schedule (Calendar), which lists programming from October to June and was mailed to all teachers. However, it is most important to check the monthly ETVO SCHEDULE for the last minute changes always involved in extensive programming.

SIX CAREERS